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ABSTRACT

This teacher's guide contains the following sections: Teacher Objectives; Student Objectives; Teacher Aid Suggestions; Objectives Overview; Teacher's Guide; Drawing Page; American League Team Addresses; National League Team Addresses; Student Activities; Baseball Field Dimensions; Age Problems; Statistics from a Newspaper; Time Problems; Height Problems; Ratios; Probability; More/Less; Base Numbers; Fractions; Accounting; Ratio Proportions; Arrangements; Scientific Notation; Geometry; TV Game of the Week; Progress Chart; and Skill Index. The document is designed to help the teacher maximize the usefulness of the materials. The package is designed to be a motivating skill-builder in both mathematics and the language arts. (MP)

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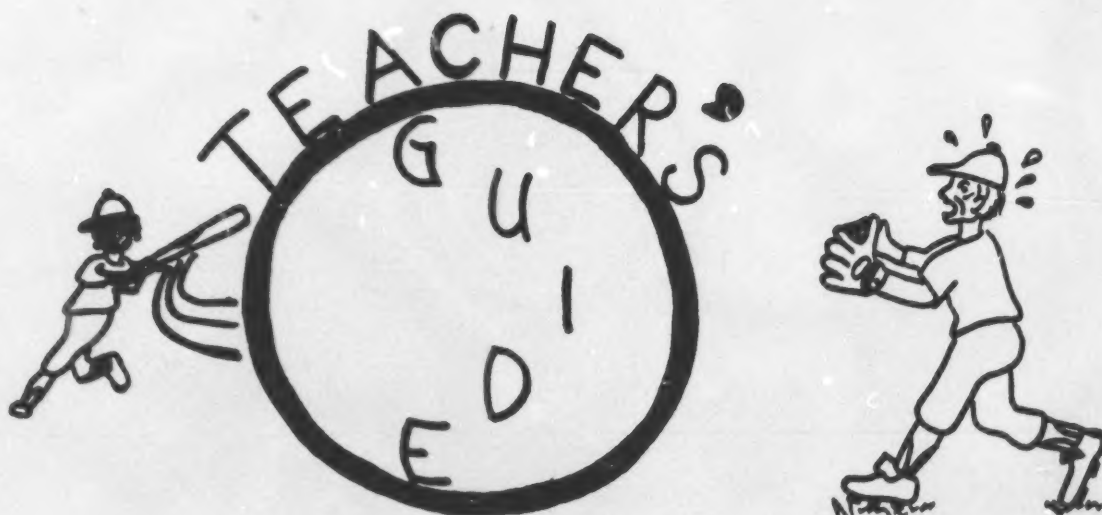
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BASE-MATICS



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TEACHER OBJECTIVES FOR BASEMATICS

- A. As a result of using this program, the teacher will be more able:
 1. to have an extremely exciting, motivating academic program during the usual lull in student academic interest starting approximately in March.
 2. to utilize the abounding interest that students have for sports, and channel it into the math program.
 3. to be more able to capitalize on the tremendous interest students have for teams and famous sport personalities
 4. to provide games and contests that relate closely to Major League Baseball
 5. to develop within each student a greater appreciation for math
 6. to create a fun atmosphere and positive student attitudes for math by providing contests that stimulate their interests
 7. to integrate the total curriculum with sport activities
 8. to provide an enriched, integrated math program that has a scope from elementary to secondary grades
 9. to integrate the disciplines of math, language arts, and social studies
 10. to provide activities that give students an appreciation for business math
 11. to develop student research skills
 12. to provide activities for the promotion of penmanship
 13. to provide activities that require correspondence by letters to business establishments
 14. to provide activities that stimulate student interest in social studies and geography
 15. to provide alternate instructional material and media other than the traditional materials approach for teaching math
 16. to provide an individualized learning program, thus enhancing the student's field independent cognitive domain
 17. to provide group activities thus enhancing the student's field sensitive affective domain
 18. to provide material for a learning center
 19. to provide learning material for the average, mentally gifted, remedial, emotionally handicapped, and recent immigrated student
 20. to provide the student with an opportunity to express artistic creativity
 21. to provide activities that develop visual perceptual skills
 22. to use a behavioral modification reward system

23. to enhance the enculturation process of the American Culture for the recently immigrated student
24. to offer the student an opportunity to learn the sport of baseball through academic channels
25. to allow the student to appreciate the school environment more
26. to develop a greater interest within the student for the school sport's program
27. to control an acting-out student's behavioral problem
28. to provide values clarification exercises
29. to attain entrance and insight into the students' "world views" or presuppositions, thereby enhancing curriculum relevancy
30. to allow students to express their natural interest in baseball
31. to allow students to select their material and data for researching
32. to provide an academic foundation for the teacher who is insecure in athletics (or unfamiliar with), but who recognizes its relevant scholastic relationship
33. to become more knowledgeable about baseball and Major League Baseball
34. to maintain a sports library in the classroom

STUDENT OBJECTIVES

As a result of participating in this program, the student will be more able:

1. to develop a greater appreciation for math
2. to develop an appreciation for business math
3. to become familiar with the skills of accounting
4. to develop an appreciation for the many ways that math relates to baseball
5. to participate in activities that begin with the concept of the student's adulation for teams or individuals, then relating these activities to the student's class members and finally to himself/herself
6. to become familiar with statistics that relate to the human body measurement
7. to become familiar with statistics that relate to baseball game data
8. to develop a positive self-image
9. to become familiar with one's personal body height
10. to record one's work progress
11. to learn the basic computational skills of addition, subtraction, multiplication, and division

12. to make and utilize charts, graphs, and record data
13. to integrate data
14. to be more creative through drawing and painting
15. to improve visual perception skills (spatial relations)
16. to have a greater appreciation for the school environment
17. to improve one's field independent cognitive domain
18. to improve one's field sensitive (affective) domain
19. to improve one's interrelationships with others
20. to develop discrimination between larger and smaller numbers
21. to familiarize with the symbols for greater and lesser
22. to figure averages
23. to do linear conversions
24. to do percentage problems
25. to become familiar with decimals
26. to become familiar with metrics
27. to solve word problems
28. to write and interpret birth dates
29. to do problems with fractions
30. to become familiar with analytical thinking (in algebra, geometry)
31. to become familiar with integers and the number line
32. to become familiar with scientific notation
33. to become familiar with the usage of base numbers other than base 10
34. to become familiar with probability (inductive reasoning)
35. to become familiar with ratios, and ratio fractions
36. to develop integrated math-language skills
37. to become familiar with mathematic terminology
38. to read schedules
39. to improve penmanship skills
40. to develop creative writing skills
41. to develop research skills

42. to utilize supplementary sources of information such as magazines, rosters, and newspapers
43. to further the enculturation process of learning one's new culture (for the recently immigrated student or migrant student)

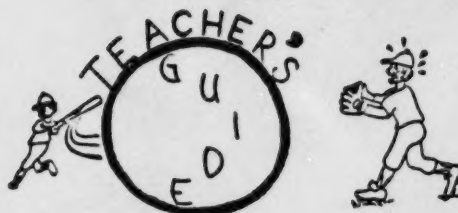
The following are suggestions for the teacher in utilizing the para-professional aide in successfully implementing this program. Thus, the teacher should assign the aide:

1. to handle the passing-out and collecting of team rosters
2. to observe the completed work and compare it with a student's progress sheet
3. to calculate the answers to the open-ended problems for the students to compare their answers to
4. to observe that students properly file their work in a folder
5. to provide individual instruction and assistance for students working independently
6. to provide group instruction and assistance for students working on group activities
7. to calculate student contest sheets
8. to keep accurate data on contest wall charts
9. to provide additional knowledge of a sport for immigrated or migrant students involved in the enculturation process
10. to watch a game at school, by movie, or by TV and explain the mechanics of the game to a student foreign (either by citizenship or by association) to such an activity
11. to read the sports page periodically to keep abreast with the news and comments that the students may make
12. to record individual problem activities on a Language Master for those students who are audio-learners or just poor readers

OBJECTIVES OVERVIEW

	DOMAINS		
	COGNITIVE	AFFECTIVE	PSYCHO-MOTOR
TEACHER	18	21	3
STUDENTS	32	10	2
PARA-PROFESSIONAL AIDE	11	3	2

"BASE-MATICS"



"BASE-MATICS"

Here's a great INNOVATIVE, MOTIVATING math/language arts program, "BASE-MATICS", that puts YOU where the students will BE by March!

This program will pick you and your students UP during the yearly summer blaws when the weather gets warmer and students' spirits cooler!

"BASE-MATICS" encompasses grades 1-12, regular and mentally-gifted, as well as remedial and acting-out students.

The Teacher Guide explains activities clearly and provides one with the necessary information in case one is not athletically inclined!

The over 200 ACTION-PACKED ACTIVITIES correlate with the students' high interest level in MAJOR LEAGUE BASEBALL! (From adding number columns to the Law of Pythagorus) ADVANCED MATH is emphasized in this program!

The program was designed and illustrated by a resource teacher who has years of experience teaching regular, remedial, and special education students and coaching baseball!

The program is EXCELLENT for individual or group activities and has a reward system included!

"BASE-MATICS" correlates math with LANGUAGE SKILLS!

Many of the activities involve using FREE Major League team rosters. The roster data includes lists of all the players on the team and their personal data- age, height, weight, etc.

The student SELECTS his/her FAVORITE team's Major League baseball roster to work with!

Teachers can run weekly "Guess the Scores" contests from the "TV Game of the Week"!

Also, this program comes highly recommended to you from the following who are joining an ever increasing list of educators, counselors, and administrators:

Dr. Sally Moya, Director in Special Education, San Jose State U;
Dr. Leo Gainor, SJSU; Dr. Richard Schneider, Curriculum Director,
Milpitas Unified School District, Milpitas, Ca.

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For purchasing, please include \$10.00 per student copy plus \$3.00 per Teacher Guide and include a handling fee of \$1.00 for the set or 5% of the total bill for additional copies.

Mail to: SPORTS CURRICULUM, 841 N. Monroe St., San Jose, Ca. 95128

It is recommended that the teacher write a letter to each team's public relation director and request each team's roster. A good time to write is in February or March when teams are involved in spring training and rosters are readily available. (Get as many rosters as possible from each team.) The teacher may also elect to have the students write a letter to their favorite team requesting such; however, Major League teams will tend not to respond as well once the regular season begins. Rosters are free and each team may send the teacher decals if they are requested. Once the teacher has received enough rosters, he/she should allow the students to select their team and the corresponding roster to work with.

If the teacher has missed the optimum time to request rosters and decals, he/she may elect to use the Baseball Digest, an excellent source for obtaining team rosters.

Addresses for each team are located on pages T-7,8. Incidentally, once the student receives his/her team roster or knows the decal (emblem or logo) of a team, he/she may draw and color the symbol of the team or teams on the "cap and uniform" pages. (T-6)

This provides opportunities for students needing spatial relations activities to improve their visual perception and eye-hand co-ordination. Also, young students and creative older students will appreciate these activities. Students will love to draw their favorite team's letter (or logo) on the cap and uniform shirt (blouse) provided. Most students will fill in the picture drawing a face and arms. (You may want such a student to extend the drawing to a complete ball player if you're interested in Human Figure drawing and its psychological analyses.)

Page 2, problem #3 (answers): A. 90ft. B. 60ft. 6 in. (dimensions of a major league ball field)

Page 15, #54: The student selects a box score from the sport's page. (Have the student attach the box score to his/her worksheet when using the sport's page of a newspaper.)

#62: For finding number of bases, look at a player's hit column for total number of hits. Then look at the bottom of the box score to see if the player got extra base hits: 2B (count as 2 total bases), 3B (three), HR (four). Any hits left over would be singles (one for each). Add all the bases for the total.

Page 17, #64: Look in the place for pitching statistics. A starting pitcher would be the first pitcher who appears on the list of pitchers. "Most innings pitched by combined relief pitchers": What team had a greater total of innings pitched by relief pitchers (non-starting pitchers)? "Most hits (H) given up (combined pitchers)": includes both the starter and the relief pitchers used by one team.

Page 18, #65: If Dizzy Darthrower pitched the victory, his record (3 wins and 2 losses), would appear in the pitchers' stats as: W-Darthrower (3-2).

#68: An example HR: Belter (4), Slammer 2 (8). Thus, Belter hit his fourth homerun and Slammer hit two in the same game. His last one was his eighth.

Page 19, #69: Pertains to homeruns in one season.

#70: Pertains to total homeruns in a player's career.

Page 21, #84: Add up the time of all the games played in the American League and compare it to the National League teams' time.

Page 21, #86: Friday and Saturday are not included. Many teams will have played two games on Sunday.

Page 23, #99: Use the same newspaper that the student did for #93.

Page 26, #105: Get your glove ready!!

#109: Compare the data with #102.

Page 27, #120: For each item (a-h), compare the term with the total players listed on the roster to get each %.

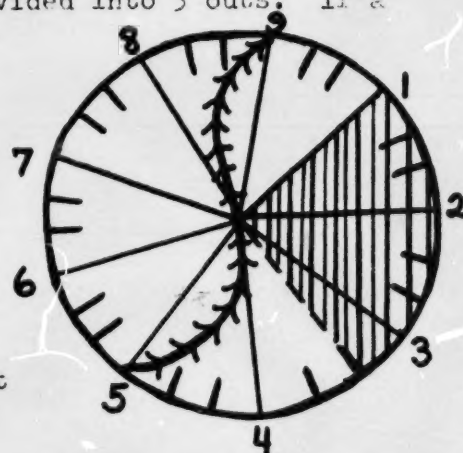
Page 31, #136: Example:

	RUNS >or<		RUNS
San Diego	7 >	Philadelphia	2

#137: Boston 20^{five} California 32^{five}
 New York 40^{five} Detroit 22^{five}
 Cincinnati 13^{five} San Francisco 20^{five}

#138: Chicago 8 Kansas City 3
 San Francisco 17 Los Angeles 15

Page 33, #142: Each inning, starting at 1, is divided into 3 outs. If a pitcher pitched 2 $\frac{1}{3}$ innings, it would be colored:



Page 36, #152:

<u>A</u> ticket sales	<u>A</u> popcorn	<u>L</u> uniforms
<u>A</u> scorecards	<u>L</u> baseballs	<u>A</u> TV games
<u>L</u> promotions	<u>L</u> stadium lights	<u>L</u> stadium rent

Page 37, #152b:

San Francisco Giants Balance Sheet (Current Date)

Assets		Liabilities	
Ticket Sales	200000	Baseball Bats	27500
Soda Sales	200000	Uniform Cleaning	25000
Pop Corn Sales	100000	Stadium Rental	500000
Hot Dog Sales	75000	Lighting	450000
Score Card Sales	25000	Salaries	2000000
		Total Liabilities	2822500
		Capital	
		San Francisco Giants, Capital	517500
Total Assets	500000	Total Liabilities and Capital	2822500

Page 42, #165: a. heads 1:2, b. tails 1:2

#168: three

Page 43, #169: a. 1 b. 3 c. 6

#170: yes

#171: 1:6

#172: 2:6 or 1:3

#173: 10

Page 44, #174: Every time a ☐ appears in any combination, an out is made.
Answer: 11. (See chart, #175.)

#176: 1:6

Page 45, #177: d. 5040 e. 362,880 f. 1,307,674,368,000

Page 46, #178: a. 10^3 or $(10 \cdot 10)$
b. $(2 \cdot 100)$ or $(2 \cdot 10^2)$ or $2 \cdot (10 \cdot 10)$
c. 100^2 or $(100 \cdot 100)$

#179: 180

#180: .200

#181: 4

#182: .400, .250, .385, .025

#183: $240 \cdot 10^{-3}$, $456 \cdot 10^{-3}$, $23 \cdot 10^{-3}$, $6 \cdot 10^{-3}$

Page 47, #184: 127 ft. (approximately)

#185: a. right triangle

b. Apply the Law of Pythagorus, (See answer #188 below) or its reverse:
A triangle in which the square of the longest side equals the sum of the squares of the other two sides is a right triangle.

#186: 90 ft.

#187: 90 ft.

#188: In any right triangle, the square of the hypotenuse equals the sum of the squares of the other two sides.

#189: AB

Page 48, #190: 16,200 sq. ft.

#191: 127

#193: DC

#194: same

#195: second base to catcher, first base to third base

Page 49: This is either a Friday or a Monday activity (homework) in which each student fills in the score, by innings, of either the Saturday TV Game of the Week, or the Monday Night TV Game of the Week. It would probably be easier to get the schedule of the two teams playing on Monday because the teams playing are announced in the Monday's sport page; however, if you prefer the Saturday game, you have to write to the TV network to get the weekly Saturday game schedule. The student also fills in the totals of the following for each team: R (runs), H (hits), E (errors).

A highly motivating contest can thus be conducted in which you determine the winner (on Monday, from Saturday's game/or on Tuesday, from Monday night's game) by the following procedures listed by priority in case of a tie:

1. picked the winning team
2. picked the correct score or was closest to the score (runs)
3. wrote the most correct innings by score
4. guessed the correct (or close to) total hits (H) for each team.
5. guessed the correct (or close to) total errors (E) for each team
6. guessed the correct (or close to) total paid attendance (ATT:) or the number of fans who actually watched the game at the ball park.

Thus, the teacher subsequently brings in the data (sport page- Sunday's if it was Saturday's game or Tuesday's, if it was Monday night's game) and determines the winner from the aforementioned criteria. Consequently, the teacher can award the winner with a team decal or logo that he/she has previously requested free of charge. (See T- for each team's address.)

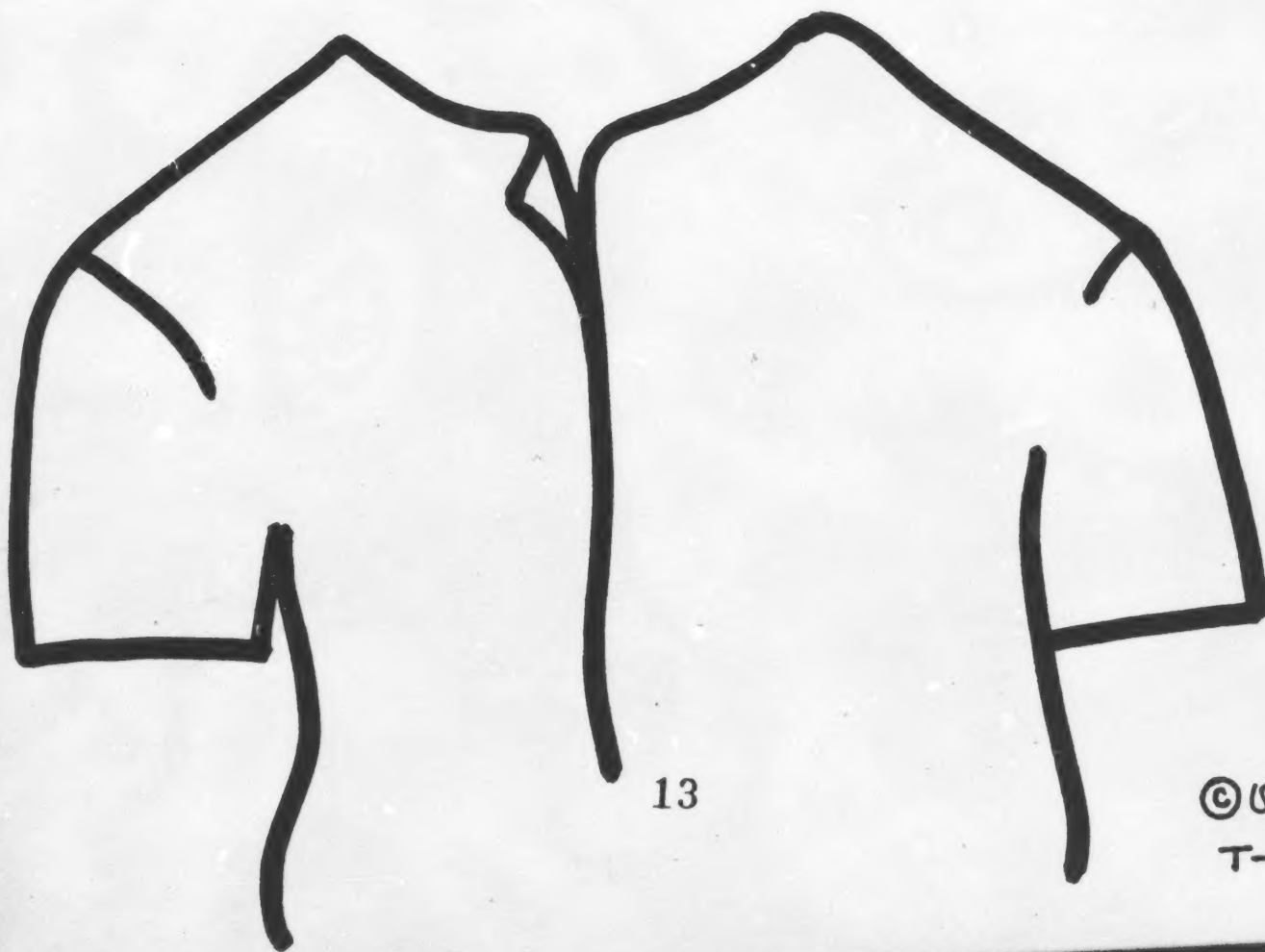
A teacher may want to conduct both a Saturday and Monday night contest concurrently when the enthusiasm accelerates! Also, a league standings can be kept and entries (students' names, their correct guessed games, etc.) can be posted on a chart each week to update the "standings". The teacher may even elect to give each aforementioned criteria listed on T- a point value to determine the standings!

AN EXCELLENT FUN ACTIVITY for those students in class who are baseball fanatics and who know how to scorekeep or who WANT TO LEARN is joining the national TV Major League Baseball Scorekeeping Club! Please contact this author, Larry Frame, for further information.

Page 50: "Base-age": As the student completes each activity page, he/she colors in the baseball that corresponds to the page completed.

Just a reminder that the author also has available a math related NFL (National Football League) math booklet entitled FOOT-MATICS with over 200 ACTION-PACKED ACTIVITIES!!

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T-6

MAJOR LEAGUE BASEBALL TEAM ADDRESSES:

Request team rosters and decals (logos) by writing to the Public Relations Director of each of the following:

AMERICAN LEAGUE

Baltimore Orioles
Memorial Stadium
Baltimore, Maryland 21218

Boston Red Sox
Fenway Park
24 Jersey Street
Boston, Mass. 02215

Cleveland Indians
Municipal Stadium
Boudreau Boulevard
Cleveland, Ohio 44114

Detroit Tigers
Tiger Stadium
Michigan and Trumbull Avenues
Detroit, Mich. 48216

Milwaukee Brewers
County Stadium
Milwaukee, Wisconsin 53246

New York Yankees
Yankee Stadium
Bronx, New York 10451

Toronto Blue Jays
Box 7777
Adelaide Street Post Office
Toronto, Ontario, Canada M5S2K7

California Angels
P.O. Box 2000
Anaheim, Calif. 92803

Chicago White Sox
35th Street
Chicago, Ill. 60616

Kansas City Royals
P.O. Box 1969
Kansas City, Missouri 64141

Minnesota Twins
Metropolitan Stadium
8001 Cedar Avenue
Bloomington, Minnesota 55420

Oakland A's
Oakland Coliseum
Oakland, Calif. 94621

Seattle Mariners
P.O. Box 4100
Seattle, Wash. 98104

Texas Rangers
Arlington Stadium
P.O. Box 1111
1500 Copeland Rd.
Arlington, Texas 76010

MAJOR LEAGUE BASEBALL TEAM ADDRESSES:

Request team rosters and decals (logos) by writing to the Public Relations Director of each of the following:

NATIONAL LEAGUE

Atlanta Braves
P.O. Box 4064
Atlanta, Georgia 30302

Chicago Cubs
Wrigley Field
Chicago, Illinois 60613

New York National League Baseball Club
Shea Stadium
Flushing, New York 11368

Philadelphia National League Club
P.O. Box 7575
Philadelphia, Pennsylvania 19101

Pittsburgh Athletic Co.
Three Rivers Stadium
Pittsburgh, Pa. 15212

St. Louis Cardinals
Busch Memorial Stadium
250 Stadium Plaza
St. Louis, Missouri 63102

Cincinnati Reds
100 Riverfront Stadium
Cincinnati, Ohio 45202

Houston Astros
Houston Astrodome
P.O. Box 288
Houston, Texas 77001

Los Angeles Dodgers
1000 Elysian Park Ave.
Los Angeles, California 90012

Montreal Expos
P.O. Box 500
Station R
Montreal, Quebec H3P2
Canada

San Diego Padres Baseball Club
9449 Friars Road
P.O. Box 2000
San Diego, Ca. 92120

San Francisco Giants
Candlestick Park
San Francisco, Ca. 94124

SKILL

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 squaring numbers- p.48(190-192)
 subtraction- p.7(17,18), p.15(55), p.16(63), p.19(69,70), p.21(84), p.22(88),
 p.23(98b,100), p.27(114,119)
 superlatives- p.7(13,14), p.7(16)
 time problems- p.20(79,80), p.21(81-87), p.22(88)
 time (reading it)- p.19(71-75), p.20(76-78)
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 values clarification- p.19(73-75), p.20(76,77)
 writing birthdates by numbers- p.6(12), p.8
 writing birthdates with words and numbers- p.6(12), p.7(15), p.8
 writing numbers- p.1(1), p.3(8), p.4(9), p.22(91)

BASE-MATICS IEP GOALS

The following are some sample IEP goals one can utilize. The teacher should select an individual test item and test it with a large number of regular classroom students to develop proficiency standards or school records.

1. Page 36, #152: Identify with 80% accuracy the assets from a list of 9 items in ____ minutes.
2. Page 6, #12: Arrange 10 players in age from the youngest to the oldest with 80% accuracy in ____ minutes.
3. Page 24, #101: Arrange ____ players by height from the shortest to the tallest with 80% accuracy in ____ minutes.
4. Page 31, #136: Write <or> for 14 team scores with 80% accuracy in ____ minutes.
5. Page 1, #1: Write in alphabetical order the last names of 20 players with 80% accuracy in ____ minutes.
6. Page 1, #1: Write in numerical order, the uniform number of 20 players beginning from the smallest to the largest with 80% accuracy in ____ minutes.
7. Page 36, #151: Find the last year batting averages of 10 players with 80% accuracy in ____ minutes.
8. Page 22, #93: Find the sum of the attendance of a team for 5 straight games with 80% accuracy in ____ minutes.
9. Page 4, #9: Spell correctly 34 number words with 80% accuracy in ____ minutes.
10. Page 5, #11: Write ____ ordinal numbers with 80% accuracy in ____ minutes.